DOCUMENT RESUME

ED 309 301 CE 052 951

AUTHOR Van Ast, John, Jr.
TITLE Perceived Needs for Vo Tech Resource Materials and Related Curriculum Assistance for Iowa's Gender Equity Resource Center.
PUB DATE Jul 89
NOTE 33p.; Paper presented at the Annual Concurrent Meeting of the National Network for Curriculum Coordination in Vocational and Technical Education (15th, Kansas City, MO, July 9-12, 1989).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Curriculum Development; Curriculum Research; *Curriculum Study Centers; Displaced Homemakers; *Educational Needs; *Equal Education; Females; Instructional Materials; Males; Material Development; One Parent Family; Postsecondary Education; Secondary Education; *Sex Fairness; *Technical Education; *Vocational Education
IDENTIFIERS *Iowa

ABSTRACT

A study was conducted to determine present and future needs perceptions of teachers and others for curriculum resource materials and related curriculum assistance to promote equitable access and success for men and women, single parents, and displaced homemakers in vocational-technical education. The information gathered was to be used as a basis for the development and marketing of a Gender Equity Curriculum Assistance Center for Iowa's vocational educators. Eleven subgroups of potential users were identified and sent a mailed survey. A total of 284 surveys were mailed, with 175 returned (62 percent). The study found that needs perceptions for curriculum resource materials and related assistance were consistent across the 11 subgroups. A vast majority of items (69 of 92) were perceived as needed in curriculum materials. The data provide significant input for setting the direction for a center as well as for other services of the Iowa Department of Education. The high rate of survey return implies that the respondents perceived a significantly high level of need for the resources and technical assistance areas being surveyed. (A plan of action for the assistance center is appended.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED309301

Perceived Needs For Vo Tech Resource Materials and Related Curriculum Assistance For Iowa's Gender Equity Resource Center

Research report of the 1989 marketing audit to determine the perceived needs of selected Iowa vo tech educators for curriculum resource materials, and related curriculum assistance necessary to promote equitable access and success for men and women, single parents/homemakers, and displaced homemakers in vo tech education.

Presented by

John Van Ast, Jr.
Project Director
ICAS
Iowa State University
N008 Lagomarcino Hall
Ames, Iowa 50011

at

15th Annual Concurrent Meeting of the National Network for Curriculum Coordination in Vocational and Technical Education

July 9-12, 1989
Kansas City, Missouri

CE052951

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

John Van Ast

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Presentation Purpose

Project Goals

Plan of Action

Research Purpose

Procedures

Populations Surveyed

Findings

Tables 1-12

Conclusions

Suggestions

Presentation Purpose

The purpose of this presentation is to share the results of research activities undertaken as a basis for the curriculum resource materials and related curriculum assistance to be provided by a newly established Iowa Equity Resource Center...The Center. The research was conducted in 1988/1989 by the Iowa Curriculum Assistance System, ICAS. ICAS is a joint project of the Iowa Department of Education and Iowa State University.

Gender equity, single parent/homemaker and displaced homemaker concerns are common to all major elements in American life--education, business, and industry. The Center provides valuable curriculum resource materials and related inservice for use in general education and in Iowa's business and industry training programs.

Project Goals

The first goal for the 1988-1989 year activities were to establish and begin operation of a Center for curriculum resource materials and curriculum assistance. Specific objectives to fulfill this goal included:

1. Collect, organize, and distribute gender equity and single parent/homemaker curriculum/training materials (print and non-print).
2. Develop and distribute to local school divisions, project directors, and others a complete catalog of resources available from the center.

3. Maintain a record of materials distributed by the center.

4. Set up the center library for use by all Iowa educators and private sector users.

5. Create displays/presentations about the center in the library for use in conjunction with regularly scheduled tours of the Iowa Curriculum Assistance System facilities.

6. Plan and coordinate joint initiatives with the ICAS staff.

7. Solicit materials from private business and industry, and integrate them into other gender equity resources.

8. Advertise the center and its resources to vocational educators statewide.

9. Evaluate the products and services of the center.

10. Conduct computer searches using the ICAS database, VECM (national) database for vocational education curriculum materials, and ERIC database.

11. Provide loans of all center curriculum materials.

12. Provide curriculum updating workshops for specific center curriculum materials.

A second goal was to market/publicize all of the products and services offered by the center. Specific objectives to fulfill this goal include:

1. Conduct a marketing audit of current statewide needs for gender equity and single parent/homemaker curriculum materials assistance and needs.

2. Determine marketing/publicity strategies used by resource centers outside Iowa and investigate networking opportunities with other resource centers.

3. Develop objectives and strategies for marketing the Iowa center.

4. Develop marketing/publicity materials to assist in implementation of marketing plan.

5. Implement the plan.

6. Evaluate the plan at the end of its initial phase and recommend further marketing/publicity strategies.

Plan of Action

A plan of action/PERT* chart was developed to provide a blueprint and specification for all activities. Objective B1, activities 1-6 were the basis for this research.

Present and future marketing practices and clients' perceived needs were critical to the success of such a "Center".

Implicit in this were a number of marketing principles and the basis for the research effort.

Our marketing strategy begins with the client rather than the organization.

It is the target client's needs, wants, and perceptions that are crucial to success, not our organization.

Since these needs, wants, and perceptions are subjective phenomena, we cannot know them and therefore resort to format and informal research to ascertain them.

We will work toward favorable cost/benefit ratios as perceived by select audiences.

Since change in cost/benefit ratios is crucial, the key research issue is to change target audience perceptions as a result of our marketing strategy.

Strategies will be developed not only to create first-time users, but also to ensure continued usage by first time clients, to increase usage by present or new clients, or both.

Finally, the selection of optimum short-and long-run strategies will not merely be a matter of increasing effectiveness in creating usage, the selection will take into account the costs to the organization of creating usage (the efficiency issue.)

*See attachment #1.

A survey instrument was developed* and sent out between 11/23/89-11/28/89. Eleven target populations were identified. Each survey was accompanied by a personalized letter. A survey instrument was developed* and sent out between 11/23/89-11/28/89. Eleven target populations were identified. Each survey was accompanied by a personalized letter and was selfcontained for prepaid return postage.

*See attachment #2.

PURPOSE

The purpose of this study was to determine present and future needs perceptions for curriculum resource materials and related curriculum assistance to promote equitable access and success for men and women, single parents, and displaced homemakers in VoTech education. Secondly, the purpose was to utilize this information as a basis for the development of and marketing of a Gender Equity Curriculum Assistance Center for Iowa's Vocational Education, to be referred to as "The Center".

Specific research questions included:

1. What were the important needs perceptions of survey respondents for present and future curriculum resource materials format, content, assistance and related services?

2. What similarities and differences were reported among and between the 11 subgroups within the population surveyed?

3. Could this information be utilized in conjunction with the center's development and marketing plan.

PROCEDURE

The survey was divided into three sections:

Section 1 Curriculum resource materials and related assistance: Items 1-76

Section 2 Other services: Items 77-93

Section 3 Respondent profile information: Items 94-136

Through the use of a mailed questionnaire, data was sent to and collected from the following subgroups:

SUBGROUPS	SURVEY SENT	SURVEY RETURNED	PERCENT RETURNED
1. IA H.S. Ag Instructors	20	7	35.0
2. AEA 11 LEA Curr. Directors	20	14	70.0
3. Professionals in Ed.	10	6	60.0
4. Extension Home Economists	23	15	65.2
5. Fort Dodge School Dist. Group	20	12	60.0
6. IA Dept. of Ed.	20	8	40.0
7. Random ICAS Users (within past year)	103	68	66.0
8. IA HS Home Ec. Instructors	20	10	50.0
9. Dir. of Displaced Homemakers Projects	20	18	90.0
10. Advisory Council	9	7	77.7
11. Multi-Occupation Instructors	19	10	52.6
	N=284	N=175	%=61.6

A total of 175 or 61.6% of the 284 surveys were returned. One postcard follow-up thank you/reminder was mailed 4 weeks after the initial survey mailing. Descriptive statistics including frequencies, percentages, measures of central tendencies, measures of variance matrix-pooled and separate, and measures of association were conducted to analyze and summarize the data.

FINDINGS

Needs perceptions for curriculum resource materials and related curriculum assistance to promote equitable access and success for men and women, single parents and displaced homemakers in VoTech education by "means" and "F" ratio showed consistant results among and between the 11 subgroups surveyed, as well as among and between respondent profile information subgroups.

The significant F ratio at the 0.05 ration between subgroups or clusters of subgroups, revealed the 9th subgroup, (Directors of Displaced Homemaker Projects) was always included. This subgroup in each case, recorded a higher mean score than other subgroups.

At the 0.05 level there was no significant difference between and among respondent profile information subgroups.

The following tables provide specific survey results:

TABLE 1

IMPORTANCE RATING OF CURRICULUM RESOURCE NEEDS
FOR PROMOTING GENDER EQUITY

CONTENT/SUBJECT MATTER	N	MEAN*
1. SEXUAL DISCRIMINATION ON THE JOB	174	3.60
2. SEXUAL HARASSMENT ON THE JOB	174	3.62
3. NON-SEXIST LANGUAGE	172	3.54
4. NONTRADITIONAL STUDENTS/CONCERNS	172	3.84
5. ENTREPRENEURSHIP FOR WOMEN	175	3.79

* 5 Point Rating Scale 5 = a critical need, 4 = a high need, 3 = a moderate need, 2 = little need, 1 = no need.

TABLE 2

IMPORTANCE RATING OF CURRICULUM RESOURCE NEEDS
FOR PROMOTING EQUITABLE ACCESS AND SUCCESS
FOR SINGLE PARENTS AND DISPLACED HOMEMAKERS

CONTENT/SUBJECT MATTER	N	MEAN*
1. TEEN PARENTING	175	4.15
2. SINGLE PARENT NEVER MARRIED	173	4.08
3. DIVORCED/WIDOWED SINGLE PARENTS	174	4.13
4. DISPLACED HOMEMAKER	174	4.03
5. BALANCING WORK AND FAMILY	175	4.30
6. MARRIED BUT PHYSICALLY SEPARATED (BY MILITARY OR TWO CAREERS) SINGLE PARENTS	173	3.39

* 5 Point Rating Scale 5 = a critical need, 4 = a high need, 3 = a moderate need, 2 = little need, 1 = no need.

TABLE 3

IMPORTANCE RATING OF "BASICS COMPETENCIES" CURRICULUM RESOURCE NEEDS FOR PROMOTING EQUITABLE ACCESS AND SUCCESS FOR MEN AND WOMEN, SINGLE PARENTS AND DISPLACED HOMEMAKERS

COMPETENCY AREAS	N	MEAN*
1. MATH SKILLS	169	4.18
2. READING SKILLS	170	4.27
3. SPEAKING SKILLS	170	4.24
4. LISTENING SKILLS	170	4.41
5. WRITING SKILLS	170	4.33
6. STUDY SKILLS	170	4.34

* 5 Point Rating Scale 5 = a critical need, 4 = a high need, 3 = a moderate need, 2 = little need, 1 = no need.

TABLE 4

IMPORTANCE RATING OF "QUALITY OF WORK LIFE - QWL - COMPETENCIES CURRICULUM RESOURCE NEEDS FOR PROMOTING ACCESS AND SUCCESS FOR MEN AND WOMEN, SINGLE PARENTS AND DISPLACED HOMEMAKERS

COMPETENCY AREAS	N	MEAN*
1. INTERPERSONAL SKILLS	172	4.34
2. GROUP PROCESS SKILLS	173	3.87
3. PROBLEM-SOLVING SKILLS	173	4.33
4. DECISION-MAKING SKILLS	175	4.49
5. PLANNING SKILLS	174	4.24
6. COMMUNICATION SKILLS	174	4.39
7. REASONING SKILLS	173	4.35
8. ORGANIZATIONAL AND MANAGEMENT SKILLS	174	4.26
9. MONEY MANAGEMENT SKILLS	175	4.23
10. TIME MANAGEMENT SKILLS	175	4.26
11. STRESS MANAGEMENT SKILLS	174	4.33

* 5 Point Rating Scale 5 = a critical need, 4 = a high need, 3 = a moderate need, 2 = little need, 1 = no need.

TABLE 5

IMPORTANCE RATING OF "JOB KEEPING AND JOB SEEKING COMPETENCIES" CURRICULUM RESOURCE NEEDS FOR PROMOTING EQUITABLE ACCESS AND SUCCESS FOR MEN AND WOMEN, SINGLE PARENTS AND DISPLACED HOMEMAKERS

COMPETENCY AREAS	N	MEAN*
1. I.D. EMPLOYMENT OPPORTUNITY	171	4.09
2. EMPLOYMENT SEEKING SKILLS	173	4.06
3. WORK BEHAVIOR SKILLS	172	4.26
4. WORKER RELATIONSHIP SKILLS	173	4.14
5. ON-THE-JOB CHANGE SKILLS	172	3.95
6. BUSINESS OPERATION SKILLS	171	3.66
7. UNDERSTANDING LABOR LAWS	171	3.54

* 5 Point Rating Scale 5 = a critical need, 4 = a high need, 3 = a moderate need, 2 = little need, 1 = no need.

TABLE 6

IMPORTANCE RATING OF GENDER EQUITY, SINGLE PARENTS, AND DISPLACED HOMEMAKERS CURRICULUM RESOURCE NEEDS BY "CURRICULUM FORMAT"

FORMAT	N	MEAN*
1. A LIST OF OBJECTIVES	171	4.25
2. COMPETENCY LISTS/TASK ANALYSIS	168	4.01
3. UNITS OF INSTRUCTION:		
TEACHER EDITION	171	4.37
STUDENT EDITION	168	4.27
4. TEACHER DEVELOPED TEST ITEM BANKS	170	3.63
5. SLIDE-TAPE COURSEWARE	170	3.34
6. MICRO COURSEWARE	162	3.59
7. VIDEOTAPE COURSEWARE	169	3.89
8. VIDEODISK COURSEWARE	147	3.15
9. INTERACTIVE VIDEOTAPE COURSEWARE	157	3.49
10. INTERACTIVE VIDEODISK COURSEWARE	145	3.12
11. TEXT OR INFORMATION ON AUDIO TAPE	152	3.06

* 5 Point Rating Scale 5 = extreme importance, 4 = high impotance, 3 = moderate importance, 2 = little importance, 1 = no importance.

TABLE 7

IMPORTANCE RATING OF "MANAGEMENT FUNCTIONS" OF AN IOWA GENDER EQUITY, SINGLE PARENT AND DISPLACED HOMEMAKER CURRICULUM RESOURCE CENTER

MANAGEMENT FUNCTIONS	N	MEAN*
1. RESPOND TO REQUESTS	175	4.41
2. PROVIDE INSERVICE	173	3.98
3. PROVIDE CURRICULUM ASSISTANCE	173	3.98
4. FIELD TEST MATERIALS	171	3.73
5. CONDUCT NEEDS ASSESMENTS	173	3.92
6. REPORT CURRICULUM ACTIVITIES INSTATE/ OUTSTATE	174	3.98
7. DISSEMINATES INFORMATION ABOUT AVAILABLE MATERIALS	175	4.24
8. PROVIDE: INTER-STATE AND INTRA-STATE COMMUNICATION	171	3.93
9. PROVIDE: NATIONWIDE COST-RECOVERY RESOURCE PURCHASES	164	3.84

* 5 Point Rating Scale 5 = extreme importance, 4 = high impotance, 3 = moderate importance, 2 = little importance, 1 = no importance.

TABLE 8

IMPORTANCE RATING OF "CURRICULUM ASSISTANCE/SEMINAR SERVICES" NEEDS TO PROMOTE EQUITABLE ACCESS AND SUCCESS FOR MEN AND WOMEN, SINGLE PARENTS AND DISPLACED HOMEMAKERS

TOPICS FOR ASSISTANCE/SEMINARS	N	MEAN*
1. INSERVICE SCHOOL PERSONNEL TO DEVELOP A PLAN OF ACTION TO PROVIDE GENDER EQUITY ACCESS	165	3.68
2. INSERVICE SCHOOL PERSONNEL TO DEVELOP A PLAN OF ACTION TO PROVIDE EQUITABLE ACCESS FOR SINGLE PARENTS AND DISPLACED HOMEMAKERS	168	3.82
3. INSERVICE SCHOOL PERSONNEL HOW TO TEACH INCORPORATE QUALITY OF WORKLIFE SKILLS	170	4.12
4. INSERVICE SCHOOL PERSONNEL HOW TO TEACH BASIC SKILLS	169	4.11
5. INSERVICE SCHOOL PERSONNEL HOW TO TEACH JOB SEEKING/JOB KEEPING SKILLS	169	3.99
6. INSERVICE ADMINISTRATORS AND COUNSELORS TO FACILITATE GENDER EQUITY ACCESS AND SUCCESS	170	3.82
7. INSERVICE ADMINISTRATORS AND COUNSELORS TO FACILITATE EQUITABLE ACCESS AND SUCCESS FOR SINGLE PARENTS AND DISPLACED HOMEMAKERS	168	3.82

* 5 Point Rating Scale 5 = a critical need, 4 = a high need, 3 = a moderate need, 2 = little need, 1 = no need.

TABLE 9

IMPORTANCE RATING OF "CURRICULUM ASSISTANCE/SEMINAR SERVICES" NEEDS TO PROMOTE EQUITABLE ACCESS AND SUCCESS FOR MEN AND WOMEN

TOPICS FOR ASSISTANCE/SEMINARS	N	MEAN*
1. SEXUAL DISCRIMINATION ON THE JOB ED.	171	3.68
2. SEXUAL HARASSMENT ON THE JOB ED.	171	3.69
3. NON-SEXIST LANGUAGE ED.	170	3.56
4. NON-TRADITIONAL STUDENT NEEDS ED.	170	3.86
5. ENTREPRENEURSHIP SKILLS FOR WOMEN ED.	170	3.86

* 5 Point Rating Scale 5 = a critical need, 4 = a high need, 3 = a moderate need, 2 = little need, 1 = no need.

TABLE 10

IMPORTANCE RATING OF "CURRICULUM ASSISTANCE/SEMINARS" NEEDS TO PROMOTE EQUITABLE ACCESS AND SUCCESS FOR SINGLE PARENTS AND DISPLACED HOMEMAKERS

TOPICS FOR ASSISTANCE AND SEMINARS	N	MEAN*
1. TEEN PARENTING EDUCATION	172	4.07
2. SINGLE PARENT NEVER MARRIED EDUCATION	172	3.90
3. DIVORCED/WIDOWED SINGLE PARENT EDUCATION	172	3.88
4. DISPLACED HOMEMAKER EDUCATION	170	3.86
5. BALANCING WORK AND FAMILY EDUCATION	172	4.12
6. MARRIED BUT PHYSICALLY SEPARATED (BY MILITARY OR TWO CAREERS) SINGLE PARENT EDUCATION	169	3.34

* 5 Point Rating Scale 5 = a critical need, 4 = a high need, 3 = a moderate need, 2 = little need, 1 = no need.

TABLE 11

IMPORTANCE RATING OF "OTHER GENDER EQUITY SERVICES" NEEDS TO PROMOTE EQUITABLE ACCESS AND SUCCESS FOR MEN AND WOMEN

	OTHER SERVICES	N	MEAN*
1.	INCREASE NONTRADITIONAL STUDENTS	171	3.77
2.	PREPARE WOMEN TO ENTER COMPETITIVE JOBS	172	4.14
3.	IMPROVE SKILLS OF WOMEN AS ENTREPRENEURS	170	3.94
4.	DEVELOP MATERIALS WHICH ADDRESS NONTRADITIONAL ROLES	173	4.01
5.	DEVELOP A LIST OF RESOURCE PEOPLE	173	4.00
6.	DEVLEOP A STATE DIRECTORY OF GENDER EQUITY PROGRAMS	170	3.35
7.	DEVELOP A COMMUNICATIONS NETWORK	170	3.48
8.	DEVELOP NEW CURRICULUM MATERIALS	166	3.95
9.	PROMOTE WOMEN TO ENROLL IN "HIGHER LEVEL" COURSES	167	3.86
10.	INSERVICE GUIDANCE COUNSELORS TO COUNCIL WITH GENDER EQUITY AS A CRITERIA	168	4.13

* 5 Point Rating Scale 5 = extreme importance, 4 = high importance, 3 = moderate importance, 2 = little importance, 1 = no importance.

TABLE 12

IMPORTANCE RATING OF "OTHER SERVICES" NEEDS TO PROVIDE EQUITABLE ACCESS AND SUCCESS FOR SINGLE PARENTS AND DISPLACED HOMEMAKERS

OTHER SERVICES	N	MEAN*
1. PROVIDE CAREER DEVELOPMENT ACTIVITIES FOR DISPLACED HOMEMAKERS	161	3.81
2. CONDUCT COURSES/SEMINARS TO TEACH PARENTING SKILLS	168	3.98
3. PROVIDE SERVICES FOR STUDENTS WITH CHILD CARE NEEDS	167	4.10
4. DEVELOP A LIST OF RESOURCE PEOPLE	168	3.73
5. DEVELOP A COMMUNICATIONS NETWORK	167	3.49
6. DEVELOP NEW CURRICULUM MATERIALS	132	3.90

* 5 Point Rating Scale 5 = extreme importance, 4 = high importance, 3 = moderate importance, 2 = little importance, 1 = no importance.

CONCLUSIONS

1. A vast majority of items, 69 out of 92, received a mean score of 3.75 or above, and 23 out of 92 received a mean score of 3.00 - 3.74 on a 5 point scale. No item received a mean score less than 3.00. This data provides significant input for specific a) curriculum resource materials needs, b) related curriculum assistance needs in setting the direction for a center as well as significant input for "other services" for the Department of Education.

2. The 61.6% rate of survey returns implies that the respondents perceived a significantly high level of need for the resources and technical assistance areas being surveyed.

SUGGESTIONS

Suggested by the results of this study are several areas of interest:

1. Because of the high percentage of return, the high mean scores, and a high level of agreement, all agencies involved in these needs or supply of these needs, should take these results seriously.

2. A duplication of a similar research process and content by other states would be most beneficial for results compared by regional or national needs.

3. Finally, the U.S. Department of Education which is ultimately responsible for the monitoring of Carl Perkins monies for activities such as this project should investigate if this process or similar research processes for assessing clients perceived needs are useful or essential for effective planning, implementation and evaluation of similar state level centers.

PLAN OF ACTION TO:

Establish and operate a sex equity and single parent homemaker curriculum materials resource center; and develop and implement a comprehensive marketing plan for all services of this proposed resource center.

September 1988

GOALS

A. Development

Objectives	Activities	Criteria	Human Resources	Target Date
1. Collect materials a-1 developed by Iowa and acquired by the state office	1. Get materials from Des Moines to our facilities	Have collection here	J, C, Mary W.	09/16/88
	2. Develop marketing audit question(s)	ICAS standard	J, C	10/01/88
1. Collect-other states a-2	1. Send letters to state contacts and SLRs	50 letters	J, C, R	09/01/88
	2. Gather SE, SPH catalogs	unknown quantity	C	ongoing
	3. Glean from general catalogs we have	ID helpful materials	C	10/31/88
1.b. Organize above materials	1. Screen incoming materials	ICAS quality--each new item handled within week it arrives	J, C	original collection by 10/31/88
	2. Catalog those to add to collection			
	3. File teaching aids (other than curriculum materials)		C	ongoing
1.c. Distribute above materials-see A-11 A-12	1. Begin loans and purchases	ICAS quality service	C	07/01/89*
2.a. Develop catalog	1. Design catalog	ICAS quality	C, J, R, L, Roger Baer	04/31/89

Objectives	Activities	Criteria	Human Resources	Target Date
2.b. Distribute catalog	1. Send to all:		C	05/15/89
	AEAs	15		
	area schools	18		
	state project directors	50		
	Iowa high schools	435		
	Iowa agencies	100		
	2. Send to those requesting	fill each request	C	ongoing
	3. Make available in office	in rack	C	ongoing
3. Maintain distribution record	1. Develop process of keeping records	ICAS efficiency	C, L	01/01/89
	2. Maintain system	up-to-date (daily) file easily accessible	C	01/01/89-ongoing
4. Set up library	1. Develop distribution procedures	like ICAS	C, J	09/01/88-12/31/88
	2. Set up facilities		C, R	
	-basic office and stacks	to match ICAS		by 11/01
	-computer terminal	compatible with ICAS system		by 9/1/89
5. Develop displays/ presentations in library	1. Develop vehicles to display materials	must perform to meet function	C	03/01/89
	2. Develop short in-house presentation	5-10 minute compatible with ICAS image	C	07/01/89-ongoing

Objectives	Activities	Criteria	Human Resources	Target Date
6. Plan joint iniatives with ICAS	1. Integrate activities with existing ICAS operation -same facilities -mail procedures -computer system -annual report	efficient/ effective	all	09/01/88- ongoing
7. Solicit private business materials	1. Develop business contacts list		C, L, J AC, Mary W. from states	12/01/88
	2. Send letter to these businesses		J, C	12/15/88
	3. Integrate materials into library		C	as arrives
8. Advertise statewide	1. Explore advertising options	quality	C, J	11/15/88
	2. Design an advertising package	statewide coverage	C, J, Roger Baer	01/01/89
	3. Implement advertising plan		C	05/01/89
9. Evaluate products and services	1. Select questionnaire	ICAS quality	C, J	12/15/88
	2. Send out user questionnaire with each transaction		C, J	07/01/89- ongoing
	3. Keep numbers on services -requests -loans -purchases -presentations -searches, etc.	record every service	C	07/01/89- ongoing
	4. Produce annual report	ICAS quality	J, C, R	DOE 6/1
	5. Provide information for ICAS annual report		C	ICAS 6/30

Objectives	Activities	Criteria	Human Resources	Target Date
10. Conduct computer searches	1. Conduct SE and SPH searches -ICAS -VECM -ERIC	ICAS standards 48 hours	C C Mary Jo Bruett	07/01/89*
11. Provide loans	1. Fill each loan request 2. Maintain user list	ICAS standards 48 hours	C C	07/01/89* ongoing
12. Provide purchases	1. Fill each purchase request 2. Maintain purchaser list	ICAS standards 48 hours	C C	07/01/89* ongoing
13. Provide workshops	1. Determine extent of interest in and specific areas of interest 2. Organize workshops 3. Hold workshops 4. Evaluate workshops	ICAS standards	all Mary W. AC	06/01/89 07/01/89 fall 1989

* earlier on a limited basis

B. Marketing

Objectives	Activities	Criteria	Human Resources	Target Date
1. Conduct statewide marketing audit	1. Develop rationale	not to exceed	J, C, AC	09/23/88
	2. Develop survey	350 participants	J, C	10/14/88
	3. Develop mailing list		J, C, Mary W.	10/21/88
	4. Mail out survey		C	11/01/88
	5. Catagorize returns-data		J, C	02/15/89
	6. Make findings available		C	
2. Determine M/P strategies in other states	1. Request letters	50 letters	C, J	09/01/88
	2. Catagorize; examine returns		C	09/01/88-ongoing
3. Develop objectives and strategies for marketing in Iowa	1. List objectives for Iowa	ICAS quality	J, C	09/31/88
	2. Examine strategy options		C, J	10/15/88
	3. List strategies for Iowa use		C, J	11/01/88
4. Develop M/P materials see A-8	1. Examine materials from others	ICAS quality	C, J	10/01/88
	2. Design an Iowa advertising package		C, J, R Roger Baer	01/01/89
5. Implement M/P strategies	1. Implement plan designed above	ICAS quality	C	05/01/89
6. Evaluate M/P strategies and make recommendations	1. Evaluate effectiveness of #1-5	ICAS quality	all	data by 06/01/89
	2. Recommend adapted/new strategies		AC	report by 06/30/89

* earlier on a limited basis